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ABSTRACT

A study investigated the extent to which high school journalism teachers, principals, and local newspaper editors in selected Iowa communities have a common understanding of each other and the issues of high school journalism. A questionnaire sent to 187 newspaper editors, high school principals, and journalism teachers was returned by 118 respondents. The questions were constructed to prompt responses on the value of high school journalism, the rights and responsibilities of the high school journalist, and the roles of partners in high school journalism partnerships. Results indicated that principals and editors are in agreement on the issues of the value of high school journalism, the rights and responsibilities of the high school journalist, and the roles of high school journalism partnerships. Teachers were found to value high school journalism more highly than do the principals or editors. All three groups agreed on the role of journalism partnerships. (Twenty-one tables of data and three figures are included; 25 references are attached.) (RS)

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A study of the coorientation of high school principals, journalism teachers, and local newspaper editors in selected Iowa communities

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When recent national commission reports decried the condition of our nation's schools, individuals and groups from varied backgrounds and interests suggested ways to fix them. One of the most common suggestions was to form closer ties between the schools and business and industry. High school journalism programs have always been logical candidates for such close ties with the news media and indeed, many programs already work directly with local media representatives. The most common current relationships identified in this study of selected Iowa high school journalism programs and local newspapers include typesetting, page in the community paper, guest speakers from the local paper, and contests sponsored by the paper. Less common relationships include high school interns with the local newspaper, scholarships for high school journalism students and funds and equipment from the local newspaper.

Close and even closer ties between the high school journalism program and the local news media organizations can be beneficial for both the high school program and the local media. It is this emphasis on being mutually beneficial that leads to the use of the term partnerships rather than the less specific "closer ties". For partnerships to be formed, the partners must have a clear understanding of each other and of the subject of their partnerships. It is this need for understanding that led to this study of potential and current partners in a high school journalism and local news media partnership.

Background

Fourteen years ago, the Commission of Inquiry into High

School Journalism (Nelson, 1974) reported a survey of a random sample of managing editors selected from lists of U.S. daily newspapers published in Editor and Publisher. The Commission reported that some managing editors surveyed felt strongly about the potential value of high school publications and suggested that the local professional media work more closely with the high school programs. However, the Commission reported that the general climate was one of isolation of the high school media from the professional media. More recently, several national commissions released reports and proposed changes for improving education in the U.S. The reports called for yet another return to basics in our nation's schools. This call for a return to basics resulted in the removal of journalism from the curriculum of many of our schools.

Another of the recommendations of these recent commission reports was that partnerships should be established between elementary and secondary education and the business sector.

The summer of 1986, on the campus of the University of Oklahoma, participants in the 69th meeting of AEJMC learned about and discussed the threats facing scholastic journalism. Beginning with the opening remarks of keynote speaker John Siegenthaler, editor and publisher of The Tennessean and editorial director of USA Today, Nashville, concern was expressed for the future of high school journalism and members of the media and higher education were called to action to form alliances to save and strengthen high school journalism.

Though there are some examples of high school journalism and

news media partnerships in typesetting, page in the community paper, guest speakers, and others, there is still much to be done to encourage and facilitate partnerships where they are desired. If a partnership is desirable, it is essential that the partners have a common ground for understanding each other's goals and objectives as well as the subject of the partnership. The educators and the industry representatives need to know enough about each other and high school journalism to establish guidelines for such a partnership.

Therefore, one of the goals of this study was to investigate the extent to which high school journalism teachers and editors in selected Iowa communities have a common understanding of each other and of the issues of high school journalism. Another goal was to investigate how well the high school principals in these same communities fit with the journalism teachers and news editors in their understanding of each other and high school journalism issues. These principals must be included in such an investigation beacause they often have great influence on curriculum decisions and since the Supreme Court decision in Hazelwood v. Kuhlmeier have been encouraged to take an active role in the production of student publications.

To negotiate a new or to expand an existing news media and high school journalism partnership, it is important that the members of the partnership are able to communicate their feelings and perceptions (orientation) about journalism education. Communication researchers remind us that communication is a vital part of forming or expanding a relationship. It is communication that helps individuals make decisions about their own roles and

actions.

The prediction of behavior depends on the orientation of the individuals to their environment. In the case of journalism education/news media partnerships this environment would include the value of high school journalism to the high school student, the rights and responsibilities of the student journalist, and the roles of partners in a high school journalism/news media partnership.

The intent of this study was to take a closer look at the orientations of the respondent high school journalism teachers, high school principals, and newspaper editors. The theoretical context for the study is Chaffee and McLeod's coorientational approach to communication. The coorientation model of communication was developed at the University of Wisconsin in the late 1960s by Steven Chaffee and Jack McLeod (1973).

The model assumes that communication occurs when the individuals are simultaneously oriented to the same object and are talking about the same thing. Another important assumption of the model is that an individual's behavior toward an object is based on that individual's feelings and perceptions of others involved.

Using the coorientation model, this study of high school journalism teachers, high school principals and newspaper editors looks at the interpersonal variables of agreement, congruency and accuracy. Agreement is determined by how well the respondents agree on such issues as the value of high school journalism to the student, the rights and responsibilities of high school

journalists, and the role of partners in a high school journalism and news media partnership. Congruency is determined by how closely the respondents perceive that the others' orientations are similar to their own. Accuracy is how well the respondents actually predict the responses of others.

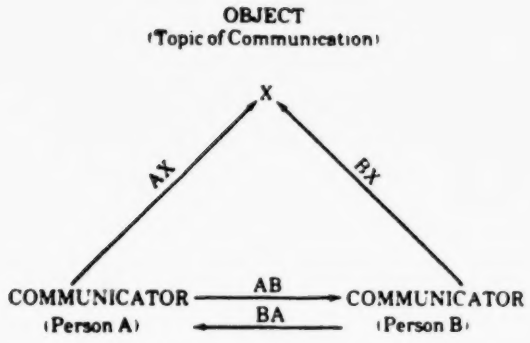
Relevant Literature

Communication is the key to success of the journalism education/news media partnership. Communication researchers often emphasize persuasion as the goal of communication. However, Tan (1981) suggests that the goal of communication could be a common understanding of the topic or of how others feel about the topic. The coorientation model uses the common understanding as the most important effect of communication.

The model expands on Newcomb's (1953) A-B-X or social psychological model of communication. Newcomb's model emphasizes the importance of relationships between the people involved and of the topic of the communication. Then, the model suggests a way of looking at how these relationships affect or are affected by communication.

In Newcomb's model (Figure 1) A and B are people who know about X -- a topic or issue. A and B also know about each other. How A relates to B, A to X, and B to X is the orientation of one to the other. This orientation can be either positive or negative. When the individuals involved have a common understanding of what they are talking about (cognitive orientation) and agree about their feelings (affective orientation), they have achieved symmetry.

Newcomb's model assumes that people involved in



Source: Adapted from Newcomb, 1953

Figure 1. A social psychological model of communication

communication will strive for symmetry whenever possible because it is a more "comfortable" feeling. According to Newcomb, communication can lead to symmetry in the following ways:

1. Arrive at an agreement with B regarding X to achieve symmetry
    a. by changing B's orientation to agree with yours,
    b. by changing your orientation to agree with B's,
    c. by convincing yourself that B really agrees with you on X;
2. Changing your orientation towards B
    a. change your attraction (or liking) for B,
    b. change your judgment of your liking for B;
3. Tolerate the disagreement (assymetry) without change (Tan, 1981).

Newcomb's model is not only useful in analyzing communication, it can also be useful in identifying possible obstacles to communication.

In 1965, Carter (Tan, 1981) proposed a model for analyzing how people determine the value of an object in the environment -- in Newcomb's model, how A or B assigns a value to X. Figure 2 shows Carter's (I)ndividual and (O)bject 1 and (O)bject 2. According to the model, the individual will decide the value of an object on the basis of its salience and pertinence. Salience is a result of the individual's history and experience with the object. The more positive the history or experience, the more salient the object becomes for the individual. Pertinence refers to the individual's evaluation of an object on the basis of situational variables by comparing it to other things currently of importance to him.

For example, let's assume that a high school principal is asked to evaluate two courses within a language arts program -- journalism and creative writing -- to recommend which should

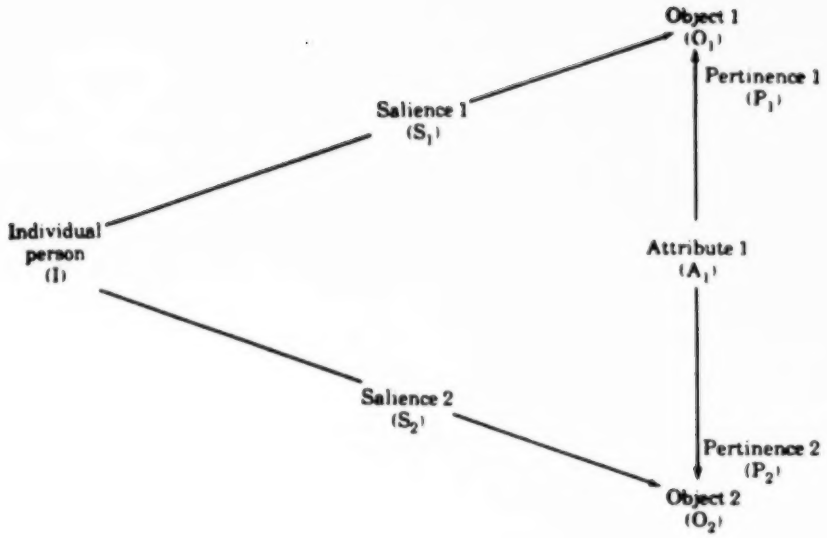
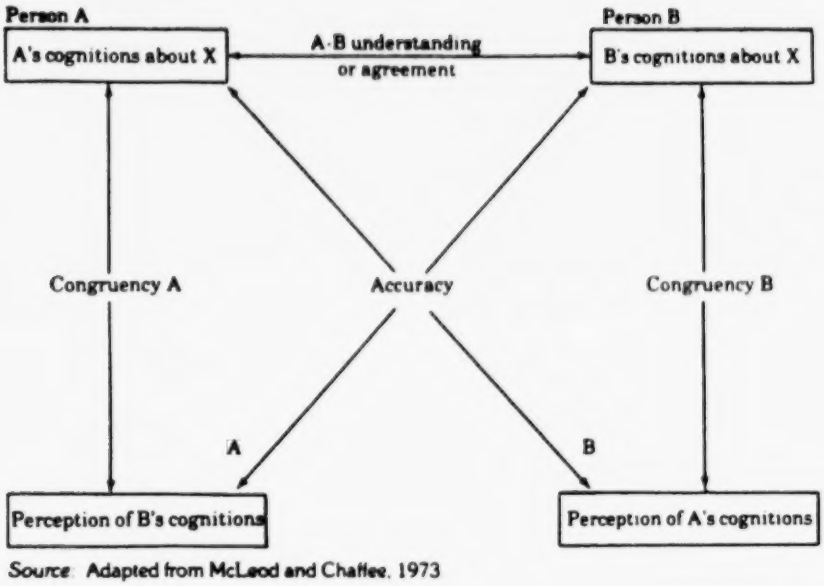


Figure 2. Carter's paradigm of affective relations

remain a part of the curriculum and which should not. Using the Carter model as a means for analysis, we can see that the principal's salience toward each course will be determined by responses to past experiences with the courses, the teachers, past and present evaluations, and so on. As for pertinence, let's suppose that the student newspaper has just printed something negative about the school administration. Then, the principal could be evaluating the journalism course also on the basis of a situational variable -- the negative newspaper story. The principal's total evaluation of the courses will depend on both the previous experiences (salience) and the current, specific situation (pertinence).

Chaffee and McLeod then build the coorientation model using what is learned from Newcomb and Carter. Figure 3 shows the coorientation model in which the individuals are people (A and B) who are simultaneously oriented toward an issue (X). Both of the individuals are aware of the issue and can communicate about it. When the individuals are presented with the issue, the model assumes that they will know their own cognitions about the issue based on both pertinence and salience. The model also assumes that each individual has some idea of the other's cognitions on the issue. The boxes in the model represent cognitions of A and B about X and also their perceptions of the other's cognitions toward the issue. The boxes are connected by arrows which are the basic variables in the model representing three kinds of relationships possible between the boxes. The relationships are congruency, agreement or understanding, and accuracy.

Congruency is the extent to which an individual perceives



Source: Adapted from McLeod and Chaffee, 1973

Figure 3. McLeod and Chaffee coorientation model

that the other person agrees or disagrees with her about the issue. The higher the level of agreement, the more there is congruency. Understanding is the extent to which the individuals have the same salience evaluations of the issue and agree on the importance of the issue. The individuals are considered cooriented when there is complete understanding. Accuracy is how accurately the individuals were able to predict what the other actually thinks.

Researchers have used the coorientation model to analyze agreement, congruency and accuracy in dyads, families and large groups of people. One of the major findings of coorientation research is that communication more often results in accuracy than congruence or understanding.

Coorientation research is descriptive with measurement of each of the coorientation variables of agreement, congruency and accuracy as its main purpose. The model provides a promising model for the study of agreement, congruency and accuracy in the formation or maintenance of high school journalism and news media partnerships.

Measurement Instrument and Subjects

The measurement instrument was a questionnaire mailed to newspaper editors, high school journalism teachers/publication advisers, and high school principals in selected Iowa communities having both a journalism education/scholastic publication program in the high school and a daily or weekly newspaper. High School journalism teacher respondents were first selected from a list of journalism teachers provided by the Iowa Department of Education.

To keep the size of the population manageable and yet to provide enough information for a benchmark study, only high school journalism teachers from six Iowa Area Education Agencies representing the north and northwest parts of Iowa, were selected for the study. Then, using the AEA directory of schools, the high school principals were identified for each of the teachers in the sample. Finally, the newspaper editors for those same communities were identified using the Iowa Newspaper Association directory.

The questionnaire was mailed in October of 1986 and yielded a response of 118 of 187 for a total response rate of 63 percent. The response for teachers was 48 of 75 for 64 percent, for principals was 43 of 64 for 67 percent, and for editors was 27 of 58 for 56 percent.

Three versions of the questionnaire were prepared. Each questionnaire has a series of demographic questions and questions about existing high school journalism/news media partnerships. The results from this part (Part I) of the questionnaire are being analyzed for a later report. Part II of the questionnaire was the same for each group of respondents and contained 46 statements. The statements were generated from scholastic journalism issues identified by Dvorak (1985), Nelson (1974) and Windhauser and Click (1972). The statements were intended to prompt respondents to take a position on the value of high school journalism to the high school student, the rights and responsibilities of the student journalist, and the roles of partners in high school journalism partnerships. Each statement was followed by three separate five-point scales ranging from

strongly agree to strongly disagree. Respondents were asked to indicate on the first scale their agreement with the statement. On the remaining two scales, the respondents were asked to predict how the other groups would respond to the same set of statements. The three scales were intended to yield responses on the coorientation variable of agreement, congruency and accuracy.

Statement Reliability

Before analyzing the data provided by responses to the statements in Part II of the questionnaire, the statements were clustered into categories of value of high school journalism to the high school student, rights and responsibilities of student journalists, and roles of partners in a high school journalism/news media partnership.

One concern in attempting to group statements into categories is how well the statements reflect the category. In other words, how reliable is the clustering process. The first step in the reliablility process was to have twelve journalism educators not included in the survey place each of the questionnaire statements into each of the categories. For purposes of this study, statements placed into a category by at least two-thirds of the educators were selected for further reliability testing and inclusion in the data analysis. The number in parentheses indicates the number of times the statement was placed in the category:

Value of High School Journalism to the High School Student

1 High school journalism provides opportunities for students to explore journalism as a career (12).
8 High School journalism provides students with leadership opportunities (12).
20 High school journalism is a significant forum for discussion

within the school (8).
31 High school journalism provides students with valuable communication skills (12).
45 HIgh school journalism provides useful training for future careers in journalism (10).

Rights and Responsibilities of the Student Journalist

2 Full discussion of the First Amendment should be a part of the school curriculum (8).
6 The responsibility for contents of the student publication belongs to the high school principal (11).
15 The responsibility for contents of the student publication belongs to the publication adviser (11).
18 The responsibility for contents of the student publication belongs to the student staff (11).
23 High School students must be permitted to exercise their First Amendment rights (12).
24 First Amendment rights for high school students should apply only under special conditions (12).

Roles of High School Journalism/News Media Partners

3 Lack of news organization interest is a barrier to partnerships (12).
4 News media organizations could provide high school programs with funds and equipment (12).
9 Suggestions for a partnership should come from the media (12).
10 Local news media should be available for students as a laboratory experience (12).
12 Suggestions for partnership should come from the teacher (12).
14 Colleges and universities should provide aid to partnership formation (12).
16 Local news media have a responsibility to work with high school students (12).
22 Lack of principal interest is a barrier to partnerships (12).
26 High school students could gain valuable experience working for local news media (11).
28 Lack of student interest is a barrier to partnerships (12).
32 Lack of publication adviser interest is a barrier to partnerships (12).
37 Suggestions for partnerships should come from principal (12).
40 Local news media should provide opportunities for students to publish or broadcast (12).
42 High school students and teachers could gain valuable experience working summers for local news media (12).

The next step in determining how well the statements fit the chosen categories is to test the statistical reliability of the statements in each scale. Using the SPSSx program for reliability analysis, each group of statements was tested to see how well they were suited to forming scales for value, rights and partnerships.

The reliability command in SPSSx computes the Cronbach's alpha which is the most commonly used cooefficient of reliability. The scaling procedure used in this study was to remove statements from the scale to obtain an alpha of .70 on a scale with a high of 1.0. An alpha of .70 is considered a high alpha in social science research. Statements which correlated poorly with others were removed. Based on the reliability analysis, the following scales were formed:

Value of High School Journalism to the Student

The scale for value of high school journalism to the student includes all five of the items placed into the category. For use in statistical analysis of the statements, the responses to the statements will be summed. Each statement has a possible range of 1 to 5, so the summative scale for value includes statements 1,8,20,31, and 45 with a possible response range of 5 to 25 and an alpha level of .8413.

Rights and Responsibilities

The reliability analysis removed six statements and left 2,24,23,27 and 36 to form the scale for responsibility. The summative scale has a possible range of 5 to 25 and an alpha level of .7284.

Roles of Partners

Fourteen of the eighteen statements remained following the analysis for the scale on roles of partners. The statements 3,5,9,10,12,14,16,17,25,26,29,38,40 and 42 form a summative scale of 14 to 74 with an alpha of .7171.

Treatment of Data

A one-way analysis of variance was used to analyze the level of agreement between the groups. The one-way analysis of variance makes it possible to identify any statistical difference in the mean responses of the groups. The difference in means was tested by calculating an F value. A significant F value indicates the population means are probably unequal. All the one-way procedure determines is that there is or isn't a difference in population means. What the one-way analysis of

variance does not do is indentify which groups are different from each other. To determine which population means are different from each other, a post hoc multiple comparison procedure was used. The post hoc test used in this study is the Duncan multiple comparison procedure. The Duncan method is a moderately conservative pairwise comparison of means and is available using SPSSx.

The SPSSx t-test paired-samples procedure was used to test the congruency and accuracy of respondent predictions. Use of the paired-samples procedure for dependent sample means is determined by the selection of the respondents for the study. To use the paired-samples procedure, the respondents for the sample must have been paired in some predetermined way. Beginning with the high school journalism teachers, the selection of principals and newspaper editors was dependent upon the teachers selected for the sample. That is, the location of the high school journalism teacher predetermined the selection of the principals and editors.

The t-test was used as an inferential statistic to test for differences in the respondent mean responses on the scales for value, rights and partnership and in the predicted responses.

Findings

For the value agreement variable, teachers were found to value high school journalism more highly than the principals or editors. The one-way analysis of variance on the scale for value of high school journalism found an F ratio of 7.1492 with an F probability of .0012 which is highly significant at the .05 level (Table 1). At least two of the respondent means were different.

Table 1. Oneway analysis of variance on value of high school journalism

Source	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	101.7185	50.8592	7.1492	.0012
Within Groups	796.7685	7.1140		
Total	898.4870			

To determine which respondent means were different, using the Duncan procedure post hoc at the .05 level, found teachers with a mean of 23.2609 differ significantly from principals with a mean of 21.1628 and from editors with a mean of 21.8077.

In other words, the principals and editors were shown statistically to be in agreement on the value of high school journalism to the high school student. The high school teachers show a higher mean for value of high school journalism -- a finding which shouldn't be surprising. It can be argued that the high school journalism teacher has a more personal stake in the evaluation of the high school journalism program than does either the principal or the editor. It is, however, interesting to note that the means for the 5-item summative scale with possible values of 5 to 25 are quite high -- 23.2609, 21.1628 and 21.8077 with variances of 1.55, 1.59 and 1.82 -- suggesting that all categories of respondents, in general, place a high value on high school journalism to the student.

For the rights agreement variable, the journalism teachers were once again found to have different responses than the principals and editors. On the scale for rights and responsibilities, the one-way analysis of variance found an F ratio of 13.4655 and an F probability of .000 showing at least two of the respondent means are statistically different (Table 2). The Duncan post hoc indicated that teachers (mean=19.2340, variance=2.015) differ from principals (mean=16.1220, variance=1.544) and from editors (mean=17.2963, variance=1.96).

Principals and editors were shown to be in agreement on the

Table 2. Oneway analysis of variance on rights and responsibilities of the high school journalist

Source	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	216.9981	108.4990	13.4655	.0000
Within Groups	902.4454	8.0574		
Total	1119.4435			

rights and responsibilities of high school journalists. This is a finding which might appear to be unlikely -- that a practicing journalist would be in agreement with high school principals and not with journalism educators. However, Nelson (1974) reports that the Kennedy Commission inquiry found little evidence that professional journalists support or are even aware of the rights of high school journalists. Only 35 percent responding to the Nelson inquiry said that First Amendment rights should apply to the high school journalist.

However, even though the principals and editors in the study reported here have lower mean responses on the rights scale, the means for the 5-item summative scale with possible values from 5 to 25 are still fairly high, suggesting that the support for high school student rights is much stronger in this study than in the study reported by Nelson.

On the scale for partnerships, all three groups of respondents were found to agree on the roles of partners. The one-way analysis of variance found an F ratio of 1.1650 and an F probability of .3159 which shows no meaningful difference in the mean responses of the respondent groups to statements on the roles of partners in a high school journalism/news media partnership (Table 3). High school journalism teachers, principals and editors have been shown statistically to be in agreement on the scale for partners.

The congruency variable was analyzed using the paired t-test. Congruency refers to the individual's perception of whether the others agree or disagree about the issue. For the congruency variable on the value of high school journalism to

Table 3. Oneway analysis of variance on roles of partners in high school journalism/media partnerships

Source	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	86.4360	43.2180	1.1650	.3159
Within Groups	3895.1936	37.0971		
Total	3981.6296			

Table 4. The t-test on teacher value of high school journalism to the high school student with predicted value for principals and editors

Category	Mean	Standard Deviation	t Value	2-tailed Probability
Teacher	23.2609	2.389		
			5.16	.000
Principal	21.6522	2.759		
Teacher	23.2609	2.389		
			4.15	.000
Editor	21.4444	3.361		

Table 5. T-test on principal value of high school journalism to the high school student with predicted value for teachers and editors.

Category	Mean	Standard Deviation	T Value	2-tailed Probability
Principal	21.2143	2.533		
			4.02	.000
Teacher	22.9524	2.152		
Principal	21.2143	2.533		
			1.29	.204
Editor	20.8571	2.204		

Table 6. T-test on editor value of high school journalism to the high school student with predicted values for principals and teachers

Category	Mean	Standard Deviation	T Value	2-tailed Probability
Editor	21.8077	3.299		
			2.40	.024
Principal	20.1538	2.412		
Editor	21.8077	3.299		
			.850	.403
Teacher	22.3846	1.961		

Table 7. T-test on teacher rights and responsibilities of student journalists with predicted value for principals and editors

Category	Mean	Standard Deviation	T Value	2-tailed Probability
Teacher	18.3617	4.062		
			5.12	.000
Principal	15.7021	2.881		
Teacher	18.3617	4.062		
			2.51	.000
Editor	16.8936	2.680		

Table 8. T-test on principal rights and responsibilities of student journalists with predicted value for teachers and editors

Category	Mean	Standard Deviation	T Value	2-tailed Probability
Principal	15.5500	2.385		
			2.73	.009
Teacher	16.2500	2.499		
Principal	15.5500	2.385		
			3.43	.001
Editor	16.7500	2.351		

Table 9. T-test on editor rights and responsibilities of student journalists with predicted value for principals and teachers

Category	Mean	Standard Deviation	T Value	2-tailed Probability
Editor	17.6800	3.848		
			5.07	.000
Principal	13.6000	2.327		
Editor	17.6800	3.848		
			2.89	.008
Teacher	15.6000	1.500		

the high school student, teachers predicted that the principals and the editors would not value high school journalism as highly as they do (Table 4). Principals predicted that they and editors would place a similar and lower value on high school journalism than the journalism teacher (Table 5). Editors predicted that they and the journalism teachers would place a similar and higher value on high school journalism than the principals (Table 6). It is important to note than even in the cases where the respondents predicted statistically different mean responses, the mean responses still represent the high end of the value scale. In other words, even though the respondents may not predict agreement, they are predicting the others will place a relatively high value on high school journalism to the high school student.

For the congruency variable on the rights and responsibilities of the student journalist, the journalism teachers predicted that both the principals and the editors would have lower mean responses to the rights statements (Table 7). Principals predicted that both teachers and editors would have higher mean responses to the rights statements (Table 8). Editors predicted that both teachers and principals would have lower mean responses to the rights statements (Table 9).

Respondents in all three categories predicted that the others would have responses different from their own to the rights statements. Not surprisingly, the high school principal appears to be ascribing similar orientations to teachers and editors. However, the teachers and editors appear to be seeing themselves as having different orientations on this scale.

For the congruency variable on roles of partners, the teachers predicted that they and the principals will have similar responses and that the editors will respond differently (Table 10). The principals predicted that both the teachers and the editors would have different responses from their own to the roles of partners (Table 11). The editors predicted that they would have similar role responses to both the teachers and the principals (Table 12).

The accuracy variable was also analyzed by using the paired t-test. Accuracy is how accurately the respondents were actually able to predict what the other respondents actually think. For the accuracy variable on the value of high school journalism scale, the teachers accurately predicted the responses of both newspaper editors and principals (Table 13). However, the principals and editors were not able to accurately predict the responses for either of the other groups (Tables 14 and 15). Though the principals and editors did not accurately predict the responses for the other groups, it is interesting to note that once again the predictions remain on the positive end of the scale.

On the accuracy variable for the rights and responsibilities of the student journalist, the only accurate prediction was the journalism teachers' predicted response for the high school principals (Table 16). There were no other accurate predictions and, in fact, all of the innacurate predictions made were for lower means than the actual respondent means (Tables 17 and 18). This finding suggests that the respondent groups may be underestimating the support for the rights and responsibilities

Table 10. T-test on teacher roles of partners in high school journalism/news media partnership with predicted for principals and editors

Category	Mean	Standard Deviation	T Value	2-tailed Probability
Teacher	53.1163	6.723		
			2.81	.007
Principal	50.9070	6.473		
Teacher	53.1163	6.723		
			7.97	.000
Editor	47.0238	6.131		

Table 11. T-test on principal roles of partners in high school journalism/news media partnership with predicted teachers and editors

Category	Mean	Standard	T Value	2-tailed Probability
Principal	51.1282	4.927		
			2.61	.013
Teacher	52.2564	5.077		
Principal	51.1282	4.927		
			4.71	.000
Editor	47.4103	4.327		

Table 12. T-test on editor roles of partners in high school journalism/mass media partnership with predicted principals and teachers

Category	Mean	Standard Deviation	T Value	2-tailed Probability
Editor	52.200	6.677		
			.750	.460
Principal	51.0400	5.594		
Editor	52.200	6.677		
			.750	.460
Teacher	53.400	6.069		

Table 13. T-test on teacher prediction for principal and editor with actual principal and editor response for value of high school journalism to the high school student

Category	Mean	Standard	T Value	2-tailed Probability
Teacher Predicted	25.6522	2.759		
			1.29	.204
Principal Actual	21.2143	2.533		
Teacher Predicted	21.4444	3.361		
			.430	.647
Editor Actual	21.8077	3.299		

Table 14. T-test on principal prediction for teacher and editor with actual teacher and editor response for value of high school journalism to the high school student

Category	Mean	Standard Deviation	T Value	2-tailed Probability
Principal Predicted	21.9524	2.152		
			5.16	.000
Teacher Actual	23.2609			
Principal Predicted	20.8571	2.204		
			4.91	.000
Principal Actual	21.8077	3.299		

Table 15. T-test on editor prediction for teacher and principal with actual teacher and principal response for value of high school journalism to the high school student

Category	Mean	Standard Deviation	T Value	2-tailed Probability
Editor Predicted	22.3846	1.961		
			2.38	.024
Teacher Actual	23.2609	2.389		
Editor Predicted	20.1538	2.412		
			2.38	.024
Principal Actual	21.2143	2.533		

Table 16. T-test on teacher prediction for principal and editor with actual principal and editor response for rights and responsibilities of high school journalists

Category	Mean	Standard Deviation	T Value	2-tailed Probability
Teacher Predicted	15.7021	2.881		
			1.27	.204
Principal Actual	15.5500	2.385		
Teacher Predicted	16.8936	2.680		
			2.69	.009
Editor Actual	17.6800	2.680		

Table 17. T-test on principal prediction for teacher and editor with actual teacher and editor response for rights and responsibilities of high school journalists

Category	Mean	Standard Deviation	T Value	2-tailed Probability
Principal Predicted	16.2500	2.499	2.51	.016
Teacher Actual	18.3617	4.062		
Principal Predicted	16.7500	2.351	2.71	.008
Editor Actual	17.6800	3.848		

Table 18. T-test on editor prediction for teacher and principal with actual teacher and principal response for rights and responsibilities of high school journalists

Category	Mean	Standard Deviation	T Value	2-tailed Probability
Editor Predicted	15.600	1.500		
			2.89	.008
Teacher Actual	18.3617	4.062		
Editor Predicted	13.600	2.327		
			3.00	.008
Principal Actual	15.500	2.385		

of student journalists.

For the accuracy variable on the roles of partners, there was once again only one accurate prediction. Neither teachers nor principals accurately predicted the responses of either other group (Tables 19 and 20). Only the editors accurately predicted the responses of other respondent groups to statements on the roles of partners (Table 21).

Implications for the Future

A major premise of this study is that communication is important in any partnership -- existing or proposed. As Chaffee and McLeod (973) suggest in their coorientational approach to communication, for communication to occur the participants should be simultaneously oriented to the same object. They also suggest that communication is possible only if the participants are talking about the same thing and are in agreement.

The results of this study show that the principals and editors are in agreement on the issues of value of high school journalism to the high school student, the rights and responsibilities of the high school student journalist, and the roles of partners in a high school journalism/news media partnership. Theredore, within the coorientation framework, we can predict that there would be no major barriers to communication between these groups on these issues. In addition, since the results also indicate that the high school journalism teachers are included with the principals and editors in their similar orientation to the roles of partners, there also should be no major barriers to communication about partnerships within these groups.

Table 19. T-test on teacher prediction for principal and editor with actual principal and editor response for roles of partners in high school journalism/media partnership

Category	Mean	Standard Deviation	T Value	2-tailed Probability
Teacher Predicted	53.1163	6.723		
			3.00	.008
Principal Actual	51.1282	4.927		
Teacher Predicted	47.0238	6.131		
			7.97	.000
Editor Actual	52.200	6.677		

Table 20. T-test on principal prediction for teacher and editor with actual teacher and editor response for roles of partners in high school journalism/media partnership

Category	Mean	Standard Deviation	T Value	2-tailed Probability
Principal Predicted	52.2564	5.077		
			2.73	.009
Teacher Actual	53.1163	6.723		
Principal Predicted	47.4103	4.327		
			5.07	.000
Editor Actual	52.2000	6.677		

Table 21. The t-test on editor prediction for teacher and principal responses with the actual teacher and principal responses to roles of partners in high school journalism/news media partnership

Category	Mean	Standard Deviation	t Value	2-tailed Probability
Editor Predicted	53.400	5.893		
			.850	.403
Teacher Actual	53.1163	6.723		
Editor Predicted	51.0400	4.537		
			.460	.647
Principal Actual	51.1282	4.927		

One of the limitations of this report is that it is not intended to identify specific desired roles of partners in a high school journalism and news media partnership. However, the intent is to provide a framework for preparing to decide those important roles. In the case of this study, we can predict that the respondent groups will be able to communicate about those roles and the value of student journalism with no major barriers to communication.

This probably will not be the case in every community. In fact, there may be great discrepancies in the responses to value, rights, and/or roles. If that is the case, it is far better to learn of those potential barriers in preparation for attempting communication. Again, the operative word in partnerships is the word partners. Partners would work together and would help each other. The news media benefits as well as the journalism program. Successful partners must communicate and must work towards agreement on the important issues in the partnership.

The Chaffee and McLeod model also emphasizes the importance of knowing how well the participants know each other. Having an inaccurate view of others is a major obstacle to communication and thus to a successful partnership. If those inaccuracies can be exposed, communication will be facilitated.

For those who would propose to facilitate communication among high school journalism teachers, principals and news media representatives, knowledge of agreement, congruency and accuracy would be of tremendous value. If, for example, we are aware that the individuals are not accurately perceiving each other, we

could provide them a more accurate picture and remove barriers to communication.

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